DOCUMENT RESUME

ED 122 498 EC 082 876

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TITLE	Characteristics of Criterion-Referenced Instruments: Implications for Materials Selection for the Learning Disabled.
INSTITUTION	New Mexico State Univ., Las Cruces. Southwest Regional Resource Center.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Apr 76
CONTRACT	300-75-0045
NOTE	65p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976); Best Available Copy
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Behavioral Objectives; *Criterion Referenced Tests; *Diagnostic Tests; Elementary Education; Exceptional Child Education; Instructional Materials; *Learning Disabilities; Learning Modalities; *Reading Tests; Task Analysis; *Test Interpretation
IDENTIFIERS	Basic Educational Skills Inventory; Cooper McGuire Diagnostic Word Analysis Test; Prescriptive Reading Inventory

ABSTRACT

Discussed are characteristics of criterion referenced reading tests for use with learning disabled (LD) children, and analyzed are the Basic Educational Skills Inventory (BESI), the Prescriptive Reading Inventory (PRI), and the Cooper-McGuire Diagnostic Work-Analysis Test (CooperMcGuire). Criterion referenced tests are defined; and problems in test development (such as determining reliability and validity and selecting among behavioral alternatives for measuring the competency) are considered. Listed are characteristics of materials needed by LD students such as presentation of the same content or process in a variety of modalities. The three instruments are analyzed item by item in terms of the content of each objective or activity, the number of items per objective or activity, the stimulus mode, the response mode, and the type of response (whether selected or constructed). It is concluded that the BESI has merit for use with LD children who do not have expressive language difficulties, that the PRI is probably not useful in designing instruction for LD children, and that the Cooper-McGuire may help LD children who can integrate input from two channels simultaneously. It is stressed that diagnostic personnel need to vary the stimulus and response modes to determine individual competency and that diagnostic instruments be developed which are domain referenced as well as criterion referenced and which reflect a task analysis approach to content with variations of stimulus and response characteristics. Appended are three task sheets and an analysis sheet for use in teacher training situations. (DB)

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Characteristics of Criterion-Referenced Instruments: Implications for Materials Selection for the Learning Disabled

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A paper presented at the Council for Exceptional Children
54th Annual International Convention
Chicago, April 4-9, 1976

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Characteristics of Criterion-Referenced Instruments:

Implications for Materials Selection for the Learning Disabled

The learning disabled child usually exhibits a very idiosyncratic achievement performance pattern in the academic areas. As a result, this child must have an instructional program tailor-made to his or her particular strengths and weaknesses.

The traditional norm-referenced tests have not yielded information that is directly applicable to the instructional situation. For example, a twelve-year-old child earns a score of 2.5 reading level on a highly respected, well-known reading achievement test. What does this score tell the teacher? Usually, something the teacher already knew:--the child is reading well below expectancy. The teacher needs to know specifically what skills and concepts have been mastered to allow the child to score even at 2.5. What skills and concepts have not been mastered that prevent this child from reading at the 6.0 level? This type of information is directly relevant to developing a program that is directed toward effectively and efficiently meeting the child's learning needs.

The purpose of educational diagnosis is to provide information about the child that allows the responsible personnel to make decisions as to the most efficient and effective approach to employ in the child's educational program. Therefore, criterion-referenced measurement would appear to offer the type of information required in the decision-making process as it directly

applies to what to teach the child, how to teach him, and how to know when he has learned what has been presented.

The purpose of this paper is to examine some characteristics of commercially produced criterion-referenced instruments and to relate these characteristics to the selection of instructional materials designed to ameliorate skill or concept deficiencies exhibited by the learning disabled child. The curricular area of reading was selected because of the preponderance of the children referred for diagnostic evaluation as a result of poor achievement in reading (Lerner, 1971).

Characteristics of Criterion-Referenced Instruments

Criterion-referenced tests have been defined in a variety of ways. Differences in the definitions center primarily on the limitations and constraints of the measures. However, two critical characteristics appear in all definitions:

1. Each definition emphasizes test organization based on behavioral objectives or specific tasks.
2. Each definition emphasizes assessment in terms of performance criteria determined prior to testing (Alkin, 1974).

A criterion-referenced instrument is one whose "meaning comes from a comparison of students' performance relative to skills being assessed by test questions" (Millman, 1972, p.279). Thus, such a test score is interpreted in light of a standard of performance set for a specified instructional objective and not as a comparison of one individual with other individuals who took the same test. The terms criterion-referenced and domain-referenced are often used interchangeably. However, criterion-

referenced is a broader term than domain-referenced. Baker (1976) considers domain-referenced tests a subset of criterion-referenced tests. Thompson and Dziuban (1974) defined the two as follows:

> A domain-referenced test is one where an item generation procedure is utilized, a universe is postulated, and the items utilized are considered to be a sample. A criterion-referenced test often has been defined as an instrument used to identify an individual's status with respect to a previously established standard of performance (p. 72).

Item selection for criterion-referenced instruments is not concerned with spreading individuals out so as to maximize variance and thus discriminant ability. Rather, this process becomes one of providing a stratified sample of tasks geared to a specific domain or objective.

Since there is little test score variance on criterion-referenced tests, traditional correlational methods for determining reliability and validity are not appropriate. Such methods are dependent upon variance. Popham (1976) indicates that individual reliability may not be as crucial as group reliability for individuals get different scores but group performance tends to stay the same. He advocates that "rougher and dirtier" methods are needed to get to reliability. Validity is usually related to content validity and is descriptive validity. Experts or judges determine congruency between the specified descriptive scheme (domain, class of behaviors, objectives, constraints and restrictions, etc.) and the items.

Basic to the development of any criterion-referenced instrument is a complete definition of the domain and its class of behaviors. From these, a set of objectives is produced that represents a concensus of opinion regarding the important goals

and outcomes of the specified subject area (Wilson, 1974). Test specifications are then developed in detail to provide explicit directions to item writers. Such specifications provide a descriptive scheme that is as unambiguous as possible to ensure that the items generated are truly reflective of curricular validity and represent the carefully specified domain. The items should be congruent with the class of behaviors and homogeneous in nature.

There must be enough items per measured behavior to determine the stability of the child's performance. Popham (1976) states that five is the minimum number of items needed with ten being more acceptable.

Test specifications become the minimum guidelines for item development. Such specifications indicate what the test performance means to both the item writers and to the users of the criterion-referenced test. It is apparent that the process for developing criterion-referenced tests is a complex one.

First, the competency or objective must be defined in general terms. Then alternatives for measuring the competency or attribute must be generated. Thirdly, the most powerful one must be selected - the one that will generalize to other alternatives. Fourthly, the important dimensions of this choice must be specified. This results in a description that characterizes the nature of the objective, includes an illustrative item, specifies the administration mode, the stimulus characteristics and mode, the response characteristics and mode, and details criteria to

judge the adequacy of responses, especially constructed responses. The restrictions and constraints of the stimulus and response characteristics must be clearly specified. Distractors to be used in selected responses must be precisely described.

It should be noted that criterion-referenced tests have two main purposes: instructional design and program evaluation. The former is concerned with developing a set of methods, procedures, and materials to use in an instructional setting (the classroom) and is formative in nature. The latter is summative in nature and is concerned with determining whether the program effectiveness is worth the cost of the program. The user must consider the type of information that is needed to determine the best criterion-referenced instrument to be employed. It is not possible to do individualized diagnostic assessment and program evaluation with the same instrument. The specificity of task analysis is required for diagnostic tests whereas program evaluation requires a limited focus aspect so that only high significance behaviors are measured.

Materials Needs for the Learning Disabled

As discussed earlier in this paper, the diagnostic process must determine the child's specific academic deficits and strengths.

> It is not sufficient to know that a child has a reading problem or even that he has problems with word-attack skills. It is more helpful to know that he has a problem with phonic skills, although even this information is not sufficient. What is necessary...is to know exactly what sounds the child can and cannot make when he is presented with the visual stimuli of sounds (Van Etten and Adamson, 1972, p. 160).

Other goals to be accomplished in the diagnostic process must include 1). determining that all of the child's sensory systems are intact, 2). determining the child's best mode of learning, and 3). identifying a motivation system (Van Etten and Adamson, 1972). An educational prescription is prepared and instructional materials selected to match the necessary skills content, the child's learning style, and the teacher's teaching style. Many times the teaching style is discounted in the prescriptive process. However, if a teacher does not like a material or if it does not fit her teaching style, the material will not be used even though it may fit the content needs and learning style of the child. Lerner (1971) commented that learning disabled children often have greater facility in using one perceptual modality than another. A particular modality may be so inefficient as to be an obstacle in learning (Wepman, 1968).

Mann and Suiter (1974) indicated the interrelatedness of learning style and life style. Learning disabled children may have difficulty in processing information that is presented to them auditorially or visually. In some cases, each of these modes may be intact when the material is presented through the auditory channel primarily or the visual channel primarily. However, when the two modes of presentation are combined, the child cannot integrate or synchronize them as a functional unit. Further, some children with moderate involvement in perception, imagery, language, and motor abilities can learn while others with only a mild involvement fail at some tasks (Mann and Suiter, 1975). To compound

the problem even more, some children can adequately process incoming information and integrate it but have difficulty in demonstrating their competency with it because the selected response mode is less than functional for them. For example, the child who expends so much energy in writing his response that he loses the content of his response in the writing process. Still others cannot deal with the "sorting" or organizing process that goes on in the brain once the information is received. A very simplistic analogy might be that the child can have input problems, put-put problems, output problems or any combination thereof. Such children must be provided with appropriate programs that allow for both compensatory processing (using the strengths or compensations) and ameliorating the disabilities (developing the deficient skills). A child must not be penalized and kept from acquiring basic skills and concepts. But at the same time, his problems must not be sidetracked until he is "ready" to use them. Thus, both strengths and deficits must be considered in developing his instructional program.

Armstrong (1975) recently specified some types of materials and/or characteristics of materials needed for learning disabled students. Her advocacies included the following:

1. Provide more materials which present the same content or are designed to develop the same process in a variety of modalities:
   - auditory only - primarily
   - visual only - primarily
   - multisensory
   - auditory - visual

2. Provide materials which teach the same concept with different input-output mode requirements:
   - auditory input - manipulative output
   - visual input - verbal output

3. Remove the reading requirement but keep the content level high.

4. Increase the print size.

5. Remove extraneous and irrelevant stimuli from the printed page.

6. Control the organization of stimuli on the printed page. Spatial visualization is extremely difficult for these learners; therefore, stimuli presented in the materials must be organized for ease of visual perception and organization. The learner must not be required to manipulate the stimuli through internal abstraction processes.

7. Highlight the stimulus for focus through specialized visual formating of pages to facilitate the learning of pupils with figure-ground discrimination problems.

8. Make visual images large and use simple line drawings whenever possible to address the needs of pupils with difficulties in spatial-temporal visualization and visual discrimination.

9. More materials with response modes other than "writing" and "talking," e.g., kinesthetic, tactual, and manipulative.

10. More high interest materials with a variety of short tasks with good stimulus control to address the needs of pupils who are characterized by hyperactivity, impulsivity, and short attention span.

11. Multiple methods: something other than phonics approaches to address the needs of pupils with auditory defects, e.g., whole word approach with tactual and kinesthetic input and something other than a whole word approach to address the needs of pupils with visual deficits (pp. 9-10).

Evidence exists that teachers tend to select appropriate materials to match learner needs rather than a particular category of exceptionality (Latham, 1975). Needs may overlap in the different categories. Criterion-referenced instruments, along with observations and other informal diagnostic techniques, become one of the main avenues of determining specific content needs.

The question arises as to whether the items in criterion-

referenced tests consider the various perceptual, input, and output needs of the learning disabled child. It is conceivable that the skill or concept measured by a particular objective could be presented in such a way that the child could not process the information. Likewise, the mode of response could be such that he cannot demonstrate his mastery of the concept. In other words, the child could have mastered a skill or concept but not be able to perform at his competency level because the stimulus and/or response characteristics do not allow for his particular learning style. In this case, he could be programmed in a skill or concept that he already knows as no provision was made to ascertain whether the skill was functional in another stimulus mode or response mode.

Analysis of Three Criterion-Referenced Reading Instruments

The three instruments selected to analyze were the Basic Educational Skills Inventory (BESI), the Prescriptive Reading Inventory (PRI), and The Cooper-McGuire Diagnostic Word-Analysis Test (Cooper-McGuire). All are frequently used with the learning disabled population in educational diagnosis.

The BESI (Adamson, Shrago and Van Etten, 1972) is an individually administered inventory designed to pinpoint the specific nature and extent of skills deficits that cause poor performance in both reading and math. The scope of the reading instrument deals only with word recognition skills while the math instrument focuses on computational skills. The tasks are

arranged in a developmental sequence of 33 activities, usually mastered by the fourth grade level. Expectancy levels are provided for end-of-year achievement by grade level(K-6).

The PRI (1972) is a group administered instrument designed to yield evaluative information that is directly supportive of reading instruction. The instrument diagnoses specific deficiencies in the attainment of 90 reading objectives and provides prescriptive information. The objectives are arranged in a continuum ranging from simple to complex skills. Scoring is by machine with the results reported as mastered, not mastered, and review needed by objective for both individuals and a whole class.

Four test levels are available to span the 1.5-6.0 grade range: Red Book A (1.5-2.5), Green Book B (2.0-3.5), Blue Book C (3.0-4.5), and Orange Book D (4.0-6.0).

The Cooper-McGuire (1972) is a group administered instrument designed to measure skills in word attack. Test items have been constructed to indicate the extent to which a pupil has or has not developed certain skills applying to 32 instructional objectives. Forms A and B are designed to be used as pre- and post measures. Both are packaged on spirit masters for duplication. Three application objectives must be administered individually. The word analysis skills are of varying degrees of difficulty from Grades 1-6. Different entry points into the test are specified. Levels indicate reading levels rather than grade levels. Some tasks can be used as screening measures. Most tasks specify a

criterion level of 100%, but criterion levels of 80% apply to spiraling tasks covered again in another area of the test.

Each instrument was analyzed as to the content of each objective or activity, the number of items per objective or activity, the stimulus mode, and the response mode. In addition, the type of response required was determined: selected response if the item were a multiple-choice, yes-no, true-false type and constructed response if the child had to supply the response, pronounce a printed word, write the dictated letter, etc. Task sheets for use in training situations pertaining to the analysis of criterion-referenced instruments may be found in the appendix.

The analysis for the BESI is found in Table 1, for the PRI in Table 2, and for the Cooper-McGuire in Table 3.

Table 1
Analysis of Task Requirements
Basic Educational Skills Inventory (BESI)
Reading

Level A

1. Memory for Sentences

   a. Repetition of sentences of increasing length and grammatical difficulty presented orally by the teacher.

      1). 12 items
         a). Each sentence increases in length or grammatical difficulty.
         b). Three-word sentence to sixteen-word sentence.
         c). Sentence #10 is poorly constructed. "Jimmy found a clown with his arm missing out in the street."
      2). Discontinue after 3 consecutive failures.
      3). Constructed response.

   b. Stimulus - auditory.
   c. Response - verbal.

2. Directions in Space

   a. Execution of paper and pencil activities when given oral directions by the teacher. Directions include items such as "Draw a line all the way across your paper," "Number your paper from 1 to 5 down the left edge of the page," and "Draw a circle around the number in the upper left corner of the page."

      1). 10 items
         a). Concepts presented include top, bottom, middle, across, down, right, left, circle, box, line, and opposite.

   b. All items are given.
   c. Stimulus - auditory.
   d. Response - written. Constructed response.

3. Same or Different

   a. Indication as to whether printed pairs of geometric forms, letters and words are the same or different.

1). 10 items
a). 4 items geometric forms, 2 letters (p-q, b-p) and 4 words.
b). Sample item.
c). Administer all items.

b. Stimulus - visual.
c. Response - verbal. Selected response.

4. Naming the Alphabet from Memory

a. Naming as many letters of the alphabet as possible.
1). 26 items - if names all of them.
2). Memory task - provides clues as to sequencing as well as to alphabet skills.

b. Stimulus - auditory.
c. Response - verbal. Constructed response.

5. Printing Capital (Uppercase) Letters of the Alphabet from Memory

a. Demonstration of the ability to print the uppercase letters of the alphabet and then name the letters written.
1). Possible 52 items if writes and names all letters of the alphabet.
a). Gives indication of motor skills.
b). Clue as to degree of visual-motor integration.
c). Clue as to memory skills and sequencing ability when response is both written and verbal.

b. Stimulus - auditory.
c. Response - written/verbal. Constructed response.

6. Manuscript Printing of Small (Lowercase) Letters of the Alphabet (Dictated)

a. Demonstration of the ability to print a lowercase letter of the alphabet when dictated in random order.
1). 26 items - dictated from the scoring booklet by the teacher - p, q, b, d presented far apart from each other as are o, c, e and m and n.
2). Indication of auditory - visual match.
3). If can do this item and not #7 - possible indication of better processing through the auditory mode channel.
4). If cannot do this item and can do #7 - possible indication of better processing through the visual mode channel.
b. Stimulus - auditory.
c. Response - written. Constructed response.

7. Naming Printed Letters of the Alphabet

   a. Pronunciation of the names of alphabet letters when presented with both lowercase and uppercase printed representations arrayed on a page.
      1). 25 items
      2). Alternating rows of uppercase and lowercase letters.
      3). Visual-auditory.
      4). Matching indicator.
      5). If can do this and not #6, indication of visual learner.
      6). If cannot do this and can do #6, indication of auditory learner.
   b. Stimulus - visual.
   c. Response - auditory. Constructed response.

8. Matching Manuscript Letters of the Alphabet

   a. Demonstration of the ability to match like alphabet letters by drawing connecting lines between the two letters that are the same.
      1). 11 items - 6 are uppercase letters and 5 are lowercase letters.
      2). The arrangement of the letters to be matched consists of a top row of letters to be matched with a bottom row.
      3). A card to mask the second part (lowercase letters) cuts down on the distractibility factory.
      4). Uppercase letters used are I, Q, R, L, E, and W. Lowercase letters used are n, d, o, p, and w.
   b. Stimulus - visual.
   c. Response - written. Selected response.

9. Writing and Naming Capital (Uppercase) Cursive Letters of the Alphabet

   a. Demonstration of the ability to write cursive letters of the alphabet and then name the letters written.
      1). 52 possible items if all letters written and named.
      2). Determine if child has made the transition from manuscript to cursive writing.
      3). Administer only if the child has been exposed to cursive writing - cursive writing is taught at different levels in different schools.
   b. Stimulus - auditory.
   c. Response - written/verbal. Constructed response.

10. Naming the Cursive Written Letters

   a. Pronunciation of the names of randomly sequenced alphabet letters written in cursive form when presented with a printed stimulus.

1). 26 items - same letters as Activity 7 with the addition of the letter l.
2). Both uppercase and lowercase letters used.
3). Arranged in alternating rows of uppercase and lowercase letters.

b. Stimulus - visual.
c. Response - verbal. Constructed response.

11. Sight Words

a. Pronunciation of visually presented sight words.
1). 112 items - arranged in 12 sections corresponding to reading levels.
a). Parts 1,2,3 - pre-primer level - 22 items.
b). Parts 4,5,6 - primer level - 30 items.
c). Parts 7,8,9 - 1.0 reading level - 30 items.
d). Parts 10,11 - 2.0 reading level - 20 items.
e). Part 12 - 3.0 reading level - 10 items.
2). Based on Dolch 220-word list, revised by Dale Johnson, and graded according to Dale-Chall.

b. Stimulus - visual.
c. Response - verbal. Constructed response.

Level B

1. Rhyming Sounds

a. Discrimination of rhyming sounds when presented with spoken pairs of words in which some pairs rhyme and others do not.
1). 10 items - 7 pairs rhyme and 3 do not.
a). Non-rhyming pairs begin with the same sound or a very similar sound.
2). Auditory discrimination task.
3). Words are one syllable words except for one item (sweater-letter).

b. Stimulus - auditory.
c. Response - verbal. Selected response.

2. Initial Consonant and Vowel Sounds (Pictorial)

a. Demonstration of ability to recognize beginning sounds by pointing to a picture that begins with the same sound as a dictated word.
1). 23 items - 18 represent initial consonant sounds and 5 represent initial vowel sounds. All initial vowel sounds used are short vowel sounds.
2). Picture cards have four choices, all of which consist of line drawings.

3). Verbally label the pictures if the child has suspected language difficulty.
4). Pictures represent an intermediate step between the concrete and abstract level.
5). Complex task - listen and retain sound heard in memory, mentally or verbally name pictures - match sound heard with reauditorized sound from picture.
6). May want to have child label the picture before administering.
7). Not a test of immediate recall.
8). May label the pictures for the child if he cannot label them.

b. Stimulus - auditory integrated with visual.
c. Response - gestural. Selected response.

3. Final Consonant Sounds (Pictorial)

a. Demonstration of the ability to recognize final consonant sounds by pointing to a picture that contains the same ending sound as a dictated word.
1). 10 items -
2). Final sounds used are t, l, n, s, f, m, g, p, d, r.
3). Picture cards contain 4 choices of pictures using line drawings. Some of the same pictures were used in Activity 2.
4). It may be necessary to verbally label the pictures for a child with a suspected language difficulty or have him label the picture before administering the item.
5). Not a test of immediate recall.
b. Stimulus - auditory integrated with visual.
c. Response - gestural. Selected response.

4. Initial Consonant Blends and Digraph Sounds (Pictorial)

a. Demonstration of the ability to recognize initial consonant blends and digraphs sounds by pointing to a picture that contains the same initial sound as a dictated word.
1). 19 items - 16 blend sounds and 3 digraph (th, sh, ch) sounds.
2). Again, picture cards contain 4 choices. The line drawings used are many times the same ones used in the previous two activities.
3). The child may label the pictures orally prior to administering the item. The teacher may label them for him/her if a language difficulty is suspected.
4). Be sure child matches on the basis of the first <u>two</u> letters. Some children may revisualize the written word rather than use a purely auditory means of responding.

5). Consider differences in dialect or dominant language, i.e., Spanish-speaking children have difficulty with sh and ch.

b. Stimulus - auditory integrated with visual.
c. Response - gestural. Selected response.

5. Final Consonant Blends and Digraph Sounds (Pictorial)

a. Demonstration of the ability to recognize final consonant blends and digraph sounds by pointing to a picture that contains the same final sound as a dictated word.
   1). 7 items -
   2). Sounds used are ck, nt, ch, sk, ng, st, nd.
   3). Again, the child or the teacher may label the picture prior to the administration of the item if a language difficulty is suspected.
   4). Consider implications of non-standard English dialect or regionalisms in speech.
   5). Most pictures used in preceding three activities.
b. Stimulus - auditory integrated with visual.
c. Response - gestural. Selected response.

6. Auditory Blending of Words (Sound Only)

a. Pronunciation of a word from the dictated and separated parts of a word.
   1). 8 items - all one-syllable words with 2-3 sounds contained in each word.
   2). No time limit specified for the pronunciation of the separate word sounds as they are dictated. However, rate of two sounds per second is suggested.
   3). Use of a tape made by speech clinician or other such expert can be used.
   4). Critical element for the phonic approach to reading auditory closure indicator.
b. Stimulus - auditory.
c. Response - verbal. Constructed response.

7. Initial Consonant Sounds

a. Pronunciation of the initial sound heard in a dictated word and the naming of the letter that represents that sound.
   1). 30 items - 15 producing sound and 15 naming letter.
   2). Indication of mastery of sound-symbol relationships.
   3). Watch for distortion of production in initial sound as many consonant sounds are difficult to separate from an accompanying vowel sound. In many instances, sounds are taught by teachers who do not recognize the distortions they, themselves, produce in their own pronunciation of the consonant sounds.

4). The k or c letter is acceptable for the /c/ sound.
5). Discontinue activity after 7 consecutive failures.

b. Stimulus - auditory.
c. Response - verbal. Constructed response.

8. Final Consonant Sounds

a. Pronunciation of the final sound heard in a dictated word and the naming of the letter that represents that sound.
1). 22 items - 11 producing sound and 11 naming the letter.
2). Sound-symbol relationship indicator.
3). Dialectical differences or patterns in everyday speech may result in lack of awareness of the existence of a final consonant sound.
4). Discontinue after 7 consecutive failures.

b. Stimulus - auditory.
c. Response - verbal. Constructed response.

9. Initial Consonant Blends and Digraph Sounds

a. Pronunciation of the initial consonant sound (blend or digraph) heard in a dictated word and the naming of the two letters that represent that sound.
1). 46 items - 23 producing sound and 23 naming sound, 19 deal with blends and 4 with digraphs.
2). Developmental skill dependent upon the knowledge of the consonant sounds.
3). Indicator of sound-symbol matching skill.
4). KL-CL, SK-SC, KR-CR can be used interchangeably in the letter naming.
5). Discontinue after 7 consecutive failures.

b. Stimulus - auditory.
c. Response - verbal. Constructed response.

10. Initial Vowel Sounds

a. Pronunciation of the initial vowel sound heard in a dictated word and the naming of the letter that represents that sound.
1). 20 items - 10 producing sound and 10 naming the letter - 5 short sounds and 5 long sounds.
2). Some of the stimulus words are sight words where the child may be employing revisualization. Watch for this.
3). More confusion in the letter-sound matching process usually results from the short vowel sounds.
4). Dialectical differences in the short e and i sounds may result in inability to auditorily discriminate between the two.

b. Stimulus - auditory.
c. Response - verbal. Constructed response.

11. Medial Vowel Sounds

    a. Pronunciation of the medial or middle vowel sound heard in a dictated word and the naming of the letter that represents that sound.
        1). 20 items - 10 producing the sound and 10 naming the letter - 5 short sounds and 5 long sounds.
        2). Children may not "hear" medial sounds.
        3). Again, short sounds generally produce more sound-letter match confusion than do long sounds.
    b. Stimulus - auditory.
    c. Response - verbal. Constructed response.

12. Sounds of Printed Letters (Vowels and Consonants)

    a. Pronunciation of the sound produced by a single printed letter.
        1). 30 items - 10 items on vowels and 20 on consonants.
        2). Child gives both the long and short sounds for the vowel letters.
        3). Symbol-sound relationship indicator.
        4). Task is more closely related to actual reading task than is sound-symbol relationship which is more closely related to spelling.
    b. Stimulus - visual.
    c. Response - verbal. Constructed response.

13. Sounds of Printed Letter Blends and Digraphs

    a. Pronunciation of the sound produced by printed two- or three- letter combinations (blends or digraphs).
        1). 32 items - 25 with two-letter blends typically found in the initial or final position, 2 with initial three-letter blends, and 5 with initial or final position digraphs.
        2). If child gives only the initial letter sound, he probably lacks the concept of a blend as a single sound.
        3). Articulation problems may be involved when a child consistently mispronounces certain blends, i.e., "r" blends or "s" blends.
    b. Stimulus - visual.
    c. Response - verbal. Constructed response.

14. Beginning and Ending Word Patterns

    a. Demonstration of the ability to use beginning and ending word patterns by selecting a word that has the same pattern as a series of printed words and then pronouncing that word.

1). 12 items - quality scoring of 3 points if word is initially identified and correctly named, 2 points for each word initially identified but not named, and 1 point if correctly selected after additional instructions. Possible total score of 36.
2). Teacher pronounces the series of printed stimulus words.
3). If the child does not answer correctly initially, the teacher provides additional cues such as explaining the relationship in the words.
4). Child selects by pointing and then pronounces the word.
5). Activity is based on a skill used in linguistic programs.

b. Stimulus - auditory and visual.
c. Response - gestural/verbal. Selected and Constructed response.

15. Blending Printed Words

a. Pronunciation of a printed word. If the child is unable to pronounce the word or mispronounces it, he is shown the word separated into sound elements and asked to pronounce the separate parts, blend them, and then pronounce the word.
1). 11 items - 10 one-syllable words and 1 two-syllable word.
2). Nonsense or unfamiliar words used.
3). Words involve most principles and generalizations of phonics, i.e., blends, digraphs, long and short vowels, vowel digraphs and diphthongs, and silent e at the end of a word.
4). Quality scoring used. Two points earned if child initially pronounces word correctly and one if he combines the sound elements to pronounce it correctly. Possible total score of 22.
5). Measure of automatic or internalized level of word recognition.
6). A mask is used to cover the separated word unless the child requires this stimulus to pronounce the word.
7). Discontinue after 4 consecutive failures.

b. Stimulus - visual.
c. Response - verbal. Constructed response.

16. Blending Phonetic Elements

a. Pronunciation of a printed word. If unable to do so, the child is shown the word separated into parts or syllables which he sounds, blends and pronounces to make the word.
1). 11 items - two- or three- syllable words.
2). Three two-syllable words, two two-syllable compound words, two three-syllable compound words, and four three-syllable words.

3). In two cases the divisions or separations do not correspond to the word's syllables. Both instances involve compound words.
4). Measure of the automatic level of the application of phonic principles and generalizations.
5). A mask covers the separated word unless it is required to pronounce the word.
6). Emphasis placed on larger units of sound.
7). Discontinue after 4 consecutive failures.

b. Stimulus - visual.
c. Response - verbal. Constructed response.

17. Double Vowels and Diphthongs

a. Pronunciation of a printed word that contains vowel digraphs or diphthongs.
1). 13 items
2). All one-syllable words.
3). Vowel digraphs and diphthongs used are ea, ai, oa, ee, oo, aw, oi, ou, and ow. Five words involve the variant sounds of ou and ow.

b. Stimulus - visual.
c. Response - verbal. Constructed response.

18. Hard and Soft Sounds

a. Pronunciation of printed words that use the different sounds of c, g, and ch.
1). 6 items.
2). Words vary from one-syllable to three-syllables.
3). 2 items each for the two sounds of c, g, and ch.

b. Stimulus - visual.
c. Response - verbal. Constructed response.

19. Prefixes

a. Pronunciation of printed words that contain prefixes. If child is unable to pronounce the word, he is shown the separated word and asked to say the parts, blend them, and pronounce the word.
1). 9 items.
2). All two-syllable words.
3). Quality scoring. Two points of initially pronounces word and one if combines the elements and pronounces it. Possible total score of 18.
4). Measure of automatic level of word recognition skill involving prefixes.
5). Mask used to cover separated parts unless needed.

b. Stimulus - visual.
c. Response - verbal. Constructed response.

20. Suffixes

a. Pronunciation of printed words that contain suffixes. If child is unable to do so, he is shown the separated word and asked to say the parts, blend them, and pronounce the word.
   1). 8 items.
   2). Two of the words are three-syllable words but are separated in such a way that the suffix is one of the two parts.
   3). Quality scoring. Two points of initially pronounced correctly and one if parts combined and pronounced. Possible total score of 16.
   4). Measure of automatic level of suffix application to word recognition skills.
   5). Mask used to cover separated parts unless needed.

b. Stimulus - visual.

c. Response - verbal. Constructed response.

21. Prefixes - Suffixes

a. Pronunciation of printed words that contain both suffixes and prefixes.
   1). 3 items.
   2). Words three to five syllables but are separated into three parts: prefix, root or base word, and suffix.
   3). Quality scoring. Two points if initially pronounced correctly and one if parts combined and pronounced.
   4). Measure of automatic level of prefix-suffix application to word recognition skills.

b. Stimulus - visual.

c. Response - verbal. Constructed response.

22. Syllabification

a. Demonstration of the ability to divide words into syllables by telling or pointing out the syllabic divisions.
   1). 11 items - 8 involve two syllables and 3 three-syllables.
   2). Difficult to determine precise location of division when pointing. Possibly duplicate and have child draw a line to separate the syllables.
   3). No application factor involved. Seems to be consistent with the preceding items that require the child to pronounce the word.

b. Stimulus - visual.

c. Response - verbal/gestural. Selected response.

Table 2
Analysis of Task Requirements
Prescriptive Reading Inventory

Recognition of Sound and Symbol

1. Recognition of like vowel sounds or identification of variant sounds of the same vowel and discrimination among them.
   a. 3 items (Red Book), 6 items (Green Book).
      1). Matching oral words with printed words.
      2). Matching printed words with printed words.
      3). Matching printed words with pictures.
      4). Choosing a word with the same vowel sound as given word.
   b. Stimulus - visual.
   c. Response -written.
   d. Selected response.

2. Identification of the letter representing a consonant sound (single consonants, blends and digraphs)
   a. 3 items (Green Book)
      1). Matching the letters with pictures containing that sound.
      2). Recognizing the letters that represent that sound in oral words.
      3). Identifying the printed word which contains that oral sound.
   b. Stimulus - auditory with visual integration.
   c. Response - written.
   d. Selected response.

3. Demonstration of recognition of like vowel sounds and ability to distinguish between unlike vowel sounds.
   a. 3 items (Red Book)
      1). Matching oral words with printed words.
   b. Stimulus - auditory with visual integration.
   c. Response - written.
   d. Selected response.

Phonic Analysis

4. Use of consonant substitution to make a correct word to complete a sentence.
   a. 3 items (Red Book)
      1). Given a word with a single consonant and several words which are identical except that they begin with a consonant blend. Have to use context to select the correct word - single consonant word presented orally.
   b. Stimulus - auditory with visual integration.
   c. Response - written.
   d. Selected response.

5. Use of Consonant substitution to choose from specified initial or final consonants to make a new word when given a printed word.
   a. 4 items (Red Book), 3 items (Green Book)
      1). Mark out the first or last letter and select another letter to take its place - must make a real word.
      2). Use of single letters in Red (A) and blends and digraphs in Green (B).
   b. Stimulus - visual.
   c. Response - written.
   d. Selected response.

SHOULD SPELL OUT WHAT IS MEANT BY INITIAL OR FINAL CONSONANTS.

6. Use of consonant substitution in final position to complete a sentence.
   a. 3 items (Red Book)
      1). Identifying the correct word from among words that are identical except for final consonant.
   b. Stimulus - visual.
   c. Response - written.
   d. Selected response.

CHOICES NOT FINAL CONSONANT BUT BLENDS AND DIGRAPHS - IN ONE CASE FOLLOWED BY "S" SO PLURAL - SPELL OUT.

7. Demonstration of recognition of syllables by identifying the number of syllables in oral or printed words.
   a. 3 items (Red Book), 3 items (Green Book)
      1). Looking at printed word and determining number of syllables.
         a). Red (A) - oral pronunciation of first word only.
         b). Green (B) - no oral pronunciation of any words.
   b. Stimulus - visual.
   c. Response - written.
   d. Selected response.

SAME WORDS USED IN BOTH RED AND GREEN BOOKS.

8. Demonstration of recognition of the sounds of word parts in identifying rhyming words.
   a. 3 items (Green Book)
      1). Selecting a word that rhymes but that uses different spelling from a printed stimulus word.
   b. Stimulus - visual.
   c. Response - written.
   d. Selected response.

9. Identification of silent letters within words to show recognition of silent letters.
   a. 3 items (Green Book), 3 items (Blue Book)
      1). Selecting a letter that is silent in the printed stimulus word - silent vowel (ea, ate) choices not used - usually consonant except for one vowel (fruit) in green (C).

b. Stimulus - visual.
c. Response - written.
d. Selected response.

10. Identification of silent vowels within words.
    a. 3 items (Green Book)
        1). Selecting the silent vowel in a printed word - five-letter words used so that response choices consist of the single letters of the word.
        2). Child is not told that the silent letters are vowels, but just that each has a silent letter.
    b. Stimulus - visual.
    c. Response - written.
    d. Selected response.

11. Identification of the variant vowel sounds that use y.
    a. 3 items (Green Book)
        1). Really diphthong and digraph task, y as a vowel sound.
        2). Selecting same sound as underlined sound. Underlined sound has a printed y but correct response uses same sound with different spelling.
    b. Stimulus - visual.
    c. Response - written.
    d. Selected response.
(TRICKY)

12. Identification of variant vowel sounds using the r-controlled vowel sound.
    a. 3 items (Green Book)
        1). Indicating word that contains same r-controlled vowel sound as printed stimulus word.
        2). Two of three items involve spelling change.
    b. Stimulus - visual.
    c. Response - written.
    d. Selected response.

13. Discrimination of the variant vowel sounds (ea, oo, au, aw, ou, ow, oi, oy)
    a. 3 items (Green Book) combined with Objective #14, 3 items (Blue Book), 3 items (Orange Book)
        1). Identifying a word that has the same sound as the underlined digraph or diphthong in the stimulus word.
        2). One word (pool) is the same in both Blue (C) and Orange (D) - Orange (D) has 5 choices for response and Blue (C) has four.
        3). In some cases, a spelling change is involved.
    b. Stimulus - visual.
    c. Response - written.
    d. Selected response.

14. Demonstration of recognition of the variant phonetic scund of word parts (aw, er, ur, ear, ow, ew, ou, ir, ough, tion (shun)).
    a. 3 items same as Objective #13 (Green Book), 3 items (Blue Book), 3 items (Orange Book)
        1). Identifying words with the same vowel sound as underlined part of stimulus word.
        2). Some of same words used in Blue (B) Green (C) and Orange (D) - 5 choices in D, 4 in B & C.
    b. Stimulus - visual.
    c. Response - written.
    d. Selected response.

15. Blending of phonetic parts to build new words.
    a. 3 items (Blue Book), 3 items (Orange Book)
        1). Joining together the underlined parts of two words and selecting the sentence in which that resulting word would make sense.
        2). Two of the three items same in Blue (C) and Orange (D). Responses same except D has one more choice.
        3). Words to be joined are placed in a vertical arrangement so that the first word is on one line and the second on the following line.
    b. Stimulus - visual.
    c. Response - written.
    d. Selected response.

CREATE PROBLEMS FOR KIDS WITH PART-WHOLE PROBLEMS.

Structural Analysis

16. Demonstration of use of inflected word forms (singular and plural)
    a. 4 items (Red Book)
        1). Choosing designated singular or plural forms of words.
        2). Matching singular or plural words with pictures.
        3). No pictures used so why mentioned??
    b. Stimulus - visual with auditory integration.
    c. Response - written.
    d. Selected response.

17. Demonstration of use of affixes and inflected word forms (ed, s, ing)
    a. 5 items (Red Book) 3 items (Green Book)
        1). Using words in sentences to which endings have been added.
        2). Identifying affix that makes sense when added to a word in a phrase or sentence.
        3). Red (A) asks child to find word using affix or ending that would make sense in a sentence.

4). Green (B) requires child to select affix or ending that added to the root word would make sense in a phrase or sentence.

b. Stimulus - visual.
c. Response - written.
d. Selected response.

18. Identification of the correct possessive form used in a phrase (response possibilities use singular, plural, singular possessive, plural possessive)
   a. 2 items (Green Book)
      1). Selecting the correct possessive form to make sense in a sentence.
      2). Items require only plural possessive form usage.
      3). QUESTION CHOICES HERE AS DON'T THINK THERE IS USAGE OF CHILDRENS' OR FISHERMENS'.
   b. Stimulus - visual.
   c. Response - written.
   d. Selected response.

19. Demonstration of recognition of positive, comparative and superlative forms of adjectives.
   a. 3 items (Red Book), 3 items (Green Book)
      1). Selecting the correct form of the same adjective to make sense in a sentence.
      2). All three forms are given as choices in each item.
   b. Stimulus - visual.
   c. Response - written.
   d. Selected response.

20. Identification of the meaning of prepositions and prepositional phrases.
   a. 3 items (Red Book)
      1). Choosing phrases to complete sentences.
      2). Matching sentences with pictures.
      3). ACTUALLY CHILD HAS TO SELECT PHRASE TO COMPLETE A SENTENCE THAT WILL MATCH THE GIVEN PICTURE - Combination of both-Roundabout way to get at meaning of prepositions - REALLY THINK ONLY USAGE IN PHRASE MEASURED ALTHOUGH PHRASE CHOICES BASICALLY SAME WITH CHANGE IN PREPOSITION ONLY.
   b. Stimulus - visual.
   c. Response - written.
   d. Selected response.

21. Demonstration of use of pronouns.
   a. 4 items (Red Book), 3 items (Green Book)
      1). Choosing the correct pronoun to complete a sentence.
      2). Substituting the correct pronoun for a noun in a sentence.

3). Red (A) has one item using a above. All other items in Red (A) and all items in Green (B) require child to read a sentence and then in a following sentence substitute a pronoun for the noun(s) used in the first sentence.

b. Stimulus - visual.
c. Response - written.
d. Selected response.

22. Demonstration of use of pronouns.
a. 4 items (Blue Book, 4 items (Orange Book).
1). Identifying the referent of a certain pronoun.
2). Identifying a sentence containing incorrect pronoun usage. NOT USED.
3). Child reads passage with underlined pronouns and then determines referents for these pronouns.
4). ITEMS ARE IDENTICAL IN BOTH BLUE (C) AND ORANGE (D) AS IS STIMULUS PASSAGE.
b. Stimulus - visual.
c. Response - written.
d. Selected response.

23. Demonstration of use of contractions and contracted possessives.
a. 3 items (Red Book), 4 items (Green Book).
1). Selecting contractions for word pairs. What's the
2). Matching contractions with word pairs. DIFFERENCE
3). Supplying the contracted form of a given HERE?
verb phrase.
4). In Red (A) the child reads a sentence and finds a word pair to match the contraction used in the sentence in 2 cases (contraction to word pair). In 1 case, he reads and supplies the contraction for the word pair (word pair to contraction).
5). In Green (B) selects word pair to match underlined contraction in sentence and supplies contracted form of isolated verb phrases.
b. Stimulus - visual.
c. Response - written.
d. Selected response.

THIS OBJECTIVE VAGUE - DOES NOT MENTION SELECTING WORD PAIRS FOR CONTRACTIONS.

24. Demonstration of recognition of compounds
a. 3 items (Red Book)
1). Identifying compound words
2). Selecting one word that is a compound word from 3 choices.
b. Stimulus - visual.
c. Response - written.
d. Selected response.

25. Demonstration of recognition of compounds.
    a. 4 items (Blue Book).
        1). Identifying compound words.
        2). Selecting a word to complete a compound.
        3). Both utilized.
    b. Stimulus - visual.
    c. Response - written.
    d. Selected response.

WHY TWO SEPARATE OBJECTIVES? COULD THESE NOT BE COMBINED INTO ONE OBJECTIVE?

26. Demonstration of the use of word structure involving endings and requiring spelling changes.
    a. 4 items (Green Book).
        1). Identifying the root or base word.
        2). Identifying the word with the ending correctly added.
        3). Both tasks utilized.
    b. Stimulus - visual.
    c. Response - written.
    d. Selected response.

27. Demonstration of tense usage.
    a. 5 items (Green Book)
        1). Selecting the correct verb to complete a sentence in a given tense (What is happening now? What has already happened?)
        2). Child told tense and supplies choice that would make sense in the sentence.
    b. Stimulus - visual.
    c. Response - written.
    d. Selected response.

28. Demonstration of subject-verb agreement for irregular verb forms
    a. 4 items (Red Book)
        1). Selecting the correct form of the verb to complete a certain sentence.
        2). Usually present, past, and past participle used as response choices.
    b. Stimulus - visual.
    c. Response - written.
    d. Selected response.

29. Construction of sentences by combining subject and predicates.
    a. 4 items (Red Book).
        1). Selecting appropriate subject or verb phrase to complete a sentence.
    b. Stimulus - visual.
    c. Response - written.
    d. Selected response.

30. Construction of complete sentences.
    a. 4 items (Blue Book).
        1). Selecting the appropriate phrase to complete an incomplete sentence.
        2). Phrases involve subject, direct object, prepositional phrase, and verb usage.
    b. Stimulus - visual.
    c. Response - written.
    d. Selected response.

31. Demonstration of recognition of the kind of information provided by sentence parts.
    a. 4 items (Blue Book).
        1). Indicating whether certain phrases in sentences tell when, where, how, what kind, or why.
    b. Stimulus - visual.
    c. Response - written.
    d. Selected response.

32. Demonstration of recognition of affixes and endings.
    a. 3 items (Blue Book).
        1). Identifying prefixes and suffixes in an affixed word.
        2). Endings also used - depends on whether one calls word endings suffixes or not.
    b. Stimulus - visual.
    c. Response - written.
    d. Selected response.

33. Demonstration of use of affixes to build words.
    a. 6 items (Blue Book), 4 items (Orange Book).
        1). Adding a correct affix to a word so that it will complete a sentence or phrase.
        2). Child selects appropriate affix or ending to make sense in the sentence.
        3). One item is identical in Blue (C) and Orange (D).
    b. Stimulus - visual.
    c. Response - written.
    d. Selected response.

34. Identification of the relationship of roots and affixes.
    a. 3 items (Green Book), 3 items (Blue Book), 4 items (Orange Book).
        1). Selecting correct definitions for certain affixed words.
        2). Affixed words presented in isolation.
        3). Identical word is used on Green (B) and Blue (C) but not on Orange (D).
    b. Stimulus - visual.
    c. Response - written.
    d. Selected response.

35. Identification of the meaning of the affix in an affixed word.
    a. 4 items (Orange Book)
        1). Selecting the definition of the affix in an affixed word.
        2). Two suffixes and two prefixes used in stimulus words.
    b. Stimulus - visual.
    c. Response - written.
    d. Selected response.

36. Demonstration of usage of the comma form of punctuation.
    a. 4 items (Orange Book).
        1). Identifying correct usage of commas in general punctuation.
        2). Identifying correct use of commas to set off an adjectival phrase, phrases in a series, or words in a series.
        3). Child reads a passage which contains a comma that does not belong. He selects the set of words that contains the wrong comma.
    b. Stimulus - visual.
    c. Response - written.
    d. Selected response.

IDENTIFICATION OF INCORRECT RATHER THAN CORRECT USAGE - INCONGRUENCY BETWEEN OBJECTIVE AND TASK.

37. Demonstration of usage of exclamation point form of punctuation.
    a. 3 items (Blue Book).
        1). Selecting a sentence that requires an exclamation point.
        2). Response choices include interrogative, declarative, and exclamatory sentences.
    b. Stimulus - visual.
    c. Response - written.
    d. Selected response.

Translation

38. Demonstration of the ability to match like or unlike entities.
    a. 3 items (Red Book).
        1). Pairing words with their definitions.
        2). Stimulus is in the form of a question that requires answer such as "What is the time you sleep? Night."
    b. Stimulus - visual.
    c. Response - written.
    d. Selected response.

39. Demonstration of the ability to match like and unlike entities.
    a. 3 items (Red Book).
        1). Pairing words with their synonyms.
        2). Uses both isolated word and underlined word in sentence for which one selects a synonym.
    b. Stimulus - visual.
    c. Response - written.
    d. Selected response.

THIS OBJECTIVE COULD BE INCORPORATED AS PART OF #52. - SAME TASK.

40. Demonstration of the ability to match like and unlike entities.
    a. 3 items (Red Book).
        1). Pairing words with their antonyms.
        2). Uses isolated words for which one selects the antonym.
    b. Stimulus - visual.
    c. Response - written.
    d. Selected response.

THIS OBJECTIVE COULD BE INCORPORATED AS PART OF #53. - SAME TASK.

41. Demonstration of the ability to match like and unlike entities.
    a. 3 items (Red Book).
        1). Pairing both positive and negative sentences with pictures.
        2). Have to look at test items to determine what positive and negative sentences mean. (The boy is happy; the boy is not happy). OPEN TO INTERPRETATION.
    b. Stimulus - visual.
    c. Response - written.
    d. Selected response.

42. Demonstration of the ability to use context to complete sentences.
    a. 3 items
        1). Choosing the only appropriate from among several unrelated in meaning.
        2). ALL SENTENCE COMPLETION ACTIVITIES REQUIRE USE OF CONTEXT - KEY HERE IS CHOICE WORDS UNRELATED IN MEANING.
    b. Stimulus - visual.
    c. Response - written.
    d. Selected response.

43. Demonstration of ability to make use of context to choose homonym.
    a. 3 items (Red Book)
        1). Choosing the appropriate homonym from a pair to complete an incomplete sentence.
        2). Choice words are four-for, buy-by, and hear-here.
    b. Stimulus - visual.
    c. Response - written.
    d. Selected response.

THIS OBJECTIVE COULD BE INCORPORATED AS PART OF #54.

44. Demonstration of recognition of sentence sense.
    a. 3 items (Red Book).
        1). By matching questions and printed answers.
        2). By identifying printed nonsense sentences.
        3). The child identifies the nonsense sentence found in three printed sentences.
    b. Stimulus - visual.
    c. Response - written.
    d. Selected response.

45. Demonstration of ability to use context to select from words related in meaning.
    a. 6 items combined with Objective #46 (Blue Book).
        1). Selecting a word from a group of related words to complete a sentence appropriately.
        2). INCORPORATE AS PART OF #46.
    b. Stimulus - visual.
    c. Response - written.
    d. Selected response.

46. Demonstration of ability to use context to select the most suitable or precise word to complete a sentence.
    a. 6 items combined with Objective #45 (Blue Book), 3 items (Orange Book).
        1). Selecting the most precise word to complete a sentence.
        2). Identical item on Blue (C) and Orange (D).
        3). INCORPORATE #45 AS PART OF THIS OBJECTIVE - ACTUALLY SAME TASK.
    b. Stimulus - visual.
    c. Response - written.
    d. Selected response.

47. Definition of phrases in sentence context.
    a. 3 items (Green Book).
        1). Associating (matching) indicated phrases with given definitions.
        2). Examples use figurative or idiomatic language in phrases with child selecting the phrase that best defines the meaning of the phrase within the sentence.
        3). SUBJECT TO INTERPRETATION - OBJECTIVE DOES NOT INDICATE THE USE OF IDIOMATIC OR FIGURATIVE LANGUAGE SO MANY TASKS COULD BE CONSTRUCTED - NOT SPECIFIC ENOUGH.
    b. Stimulus - visual.
    c. Response - written.
    d. Selected response.

48. Demonstration of ability to use context to determine word meaning.

    a. 3 items (Green Book), 3 items (Blue Book), 3 items (Orange Book).

Page 12
Analysis of Task Requirements
(PRI)

1). Identifying the correct definition of a word indicated in a sentence.
2). Two identical items used in Blue (C) and Orange (D).
3). Stimulus words and/or choices border on multi-meaning words so possibly INCORPORATE AS PART OF #50 and #51.
4). INVOLVES OBJECTIVES #42, #43, #45, and #46.

b. Stimulus - visual.
c. Response - written.
d. Selected response.

49. Demonstration of ability to define words in isolation.
a. 4 items (Green Book), 4 items (Blue Book), 6 items combined with Objective #52 (Orange Book).
1). Matching certain words with their definitions.
2). CLOSELY RELATED TO OBJECTIVE #39 and OBJECTIVE #52 AS CHOICES OFTEN A SINGLE WORD DEFINITION.
b. Stimulus - visual.
c. Response - written.
d. Selected response.

50. Demonstration of ability to use context to define multi-meaning words.
a. 3 items (Green Book)
1). Matching certain sentences containing such words with definitions.
2). Selecting a sentence from a pair of sentences containing the word to match a given definition.
3). Find a sentence from among three that uses a certain word with a certain meaning.
4). ACTUALLY NOT FOLLOW OBJECTIVE EXACTLY AS USES THREE SENTENCES RATHER THAN A PAIR - ALSO COMPARING SENTENCES WITH DEFINITIONS - VAGUE AND AMBIGUOUS AS STATED IN OBJECTIVE.
b. Stimulus - visual.
c. Response - written.
d. Selected response.

51. Demonstration of recognition of the relation of multi-meaning words to synonyms.
a. 3 items (Blue Book).
1). Selecting from a group of words the synonym for a multi-meaning word used in a sentence.
2). VERY CLOSE IN REQUIREMENT TO #48 AND POSSIBLY #50 - LATTER USES PHRASES RATHER THAN SINGLE WORDS HOWEVER.
b. Stimulus - visual.
c. Response - written.
d. Selected response.

52. Demonstration of recognition of synonyms.
a. 4 items (Green Book), 3 items (Blue Book), 6 items combined with Objective #52 (Orange Book).
1). Selecting the synonym for a certain word.
2). Three identical words used on Green (B) and Blue (C).
3). CLOSELY RELATED TO OBJECTIVE #39 and #49 - POSSIBLY INCORPORATE BOTH IN THIS OBJECTIVE.

b. Stimulus - visual.
c. Response - written.
d. Selected response.

53. Demonstration of recognition of antonyms.
a. 3 items (Blue Book), 4 items (Orange Book).
1). Selecting the antonym for a certain word.
2). CLOSELY RELATED TO #40 - POSSIBLY INCORPORATE IN THIS OBJECTIVE.
b. Stimulus - visual.
c. Response - written.
d. Selected response.

54. Demonstration of recognition of homonyms.
a. 3 items (Green Book), 3 items (Blue Book).
1). Selecting the correct homonym from a pair to complete a sentence.
2). Identifying the correct homonym as used in a sentence.
3). Actually used to
a). Select one from a pair to complete a sentence (Green Book)
b). Select sentence that uses either one of a pair correctly.
(ROUNDABOUT WAY TO GET TO 2 ABOVE - WHY NOT STATE IT AS IT IS USED?)
OBJECTIVE #43 COULD BE INCORPORATED.
b. Stimulus - visual.
c. Response - written.
d. Selected response.

55. Demonstration of recognition of homographs and heteronyms.
a. 3 items (Green Book).
1). Choosing the correct homograph from two given phonetic transcriptions (e.g., wind, wind)
2). Actually, must do 1 above to complete an incomplete sentence - used only one-syllable homographs.
3). INCORPORATE WITH OBJECTIVE #56.
b. Stimulus - visual.
c. Response - written.
d. Selected response.

56. Demonstration of recognition of homographs and heteronyms.
a. 3 items (Orange Book)
1). Selecting the correct heteronym for a sentence from two that have been divided and accented.
2). Actually must make selection on the basis of same sound and correct usage in a sentence when given a phonetic transcription to use - two-syllable heteronyms
3). COMBINE WITH OBJECTIVE #55 OR ELSE CHANGE #55 TO HOMOGRAPHS AND #56 TO HETERONYMS - DEPENDS ON ORIENTATION TO DIFFERENCES IN MEANING OF TWO TERMS - ACTUALLY DO NOT THINK BEHAVIOR WARRANTS TWO OBJECTIVES AS USUALLY PRESENTED TOGETHER.
b. Stimulus - visual.
c. Response - written.
d. Selected response.

Comprehension Objectives

There is a great deal of vagueness and ambiguity in the items pertaining to these objectives. It is often difficult to ascertain just which objective a particular item is measuring. This is undoubtedly a result of the interrelationship of the comprehension objectives plus a lack of specificity of the content of the objectives. Also, the developmental level for the objective could account for some variance in the item construction. All stimuli are visual and all responses written and selective in nature.

Literal Comprehension

57. Demonstration of the ability to recall the sequence of events in written material.
    a. Indicating the specific part of a story in which an event or action occurred (e.g., "first part" or "last part").
    b. Indicating when an event happened in relation to other events.
    c. Selecting the correct arrangement of a series of events.

58. Demonstration of recognition of setting in reading matter.
    a. Identifying the setting of a paragraph, a part of a story, or a story.
    b. Answering questions about the effect of the setting in a story. *SUCH AS - FOR EXAMPLE.*

59. Demonstration of recall of story detail.
    a. Selecting from among possible facts (actions, places, names, descriptive words) the one that occurred in the story.
    b. Completing sentences that list part of the detail.
    *FOR EXAMPLE--
    OVERLAP WITH OBJECTIVES #60 and #61.

60. Demonstration of recall of story details.
    a. Naming the story or story part in which certain events occurred.
    b. HOW DOES THIS DIFFER FROM #59 - RELATED TO SEQUENCE IN SOME INSTANCES, THUS OVERLAP WITH OBJECTIVE #57a IN THOSE INSTANCES.

61. Demonstration of recall of story details.
    a. Identifying true statements about the story.
    b. OVERLAP WITH OBJECTIVES #59 and #60.
    (COMBINE THREE RECALL OF STORY DETAILS INTO ONE OBJECTIVE THAT LISTS FOUR POSSIBLE TASK SPECIFICATIONS)

Interpretive Comprehension

62. Demonstration of recognition of cause and effect.

*Comments preceded by asterisk indicate comments to provide for greater prescriptive ability

a. Identifying the cause of a given effect in a story.
b. Matching groups of causes and effects *FOR EXAMPLE--.
c. Identifying the effect of a given action.

63. Demonstration of the perception of inference *WHAT DOES THIS MEAN SPECIFICALLY?
    a. Identifying the correct inference that can be drawn from reading material *FOR EXAMPLE--.
    b. Answering questions about the material that require inferences to be drawn *FOR EXAMPLE--.

64. Demonstration of the ability to form conclusions from reading material.
    a. Identifying or supplying the logical conclusion.
    b. Choosing the best of several conclusions.
    c. Answering questions that require conclusions to be drawn *FOR EXAMPLE--.

    WHERE DOES INFERENCE STOP AND CONCLUSION BEGIN OR VICE VERSA?

65. Identification of clues in reading material that lead to a conclusion.
    *NO SPECIFICATIONS INCLUDED FOR IDENTIFICATION PROCESS WHICH IS WHAT HERE?

66. Demonstration of ability to draw inference in anticipating or predicting future action or events upon the content of reading material.
    *NO SPECIFICATIONS INCLUDED AS TO REQUIREMENTS FOR DEVELOPING ITEMS TO MEASURE THIS OBJECTIVE.

67. Demonstration of recognition of the main idea of a passage or story.
    a. Selecting the most appropriate title.
    b. Choosing the word, phrase, or sentence that tells the main idea.
    c. Identifying the theme, moral (lesson), or best summary statement for a given selection.

68. Demonstration of the ability to use character analysis.
    a. Identifying or describing the feelings of a character at a particular time or throughout the story.
    b. OVERLAP WITH OBJECTIVES #69 and #70.

69. Demonstration of the ability to use character analysis.
    a. Indicating or describing the reason for or justification of a story character's action.
    b. OVERLAP WITH OBJECTIVES #68 and #70.

70. Demonstration of the ability to describe and analyze characters *ISN'T THIS CHARACTER ANALYSIS?
    a. Selecting or identifying character names, manner of speech, specific descriptive words or descriptive sentences.
       *OVERLAP POSSIBILITY WITH OBJECTIVE #71.

b. Answering questions about or choosing descriptions of character traits and attitudes.

COMBINE OBJECTIVES #68, #69, and #70 INTO ONE CHARACTER ANALYSIS OBJECTIVE THAT LISTS FOUR POSSIBLE TASK SPECIFICATIONS

71. Demonstration of the ability to recognize and define descriptive words and phrases.
    a. Identifying descriptive words and phrases from among given ones *FOR EXAMPLE--.
    b. Choosing the most appropriate descriptive word for a person *POSSIBLE OVERLAP WITH OBJECTIVE #70 or thing.

72. Demonstration of perception of sensory imagery.
    a. Choosing the most intense or appropriate imagery for a given sense.
    b. Indicating the sense to which certain sensory images appeal
    c. Selecting the example of sensory imagery that answers a given question or completes a given sentence.

73. Demonstration of the ability to recognize and use idioms and figurative language as elements of style.
    a. Selecting or supplying parallel figures *FOR EXAMPLE--, appropriate sentence completions *FOR EXAMPLE-- or literal definitions *FOR EXAMPLE--.
    b. OVERLAP WITH OBJECTIVE #74.

74. Demonstration of recognition of the purpose of figurative language.
    a. Defining examples.
    b. Distinguishing between literal and figurative use of words
    c. Identifying the purpose of figurative language.
    d. OVERLAP WITH OBJECTIVE #73.

    COMBINE OBJECTIVES #73 AND #74, LISTING THE POSSIBLE TASK SPECIFICATIONS WITHOUT OVERLAP.

75. Demonstration of the ability to recognize and define similes.
    a. Locating a simile in reading material and choosing its meaning or identifying its referent *FOR EXAMPLE--.
    b. Choosing the sentence containing a simile.
    c. Choosing a simile to define a phrase.
    d. Identifying a simile *PROBABLY b and d SAME THING.

76. Demonstration of the ability to recognize and define metaphors
    a. Selecting the definition of a metaphor.
    b. Completing a certain sentence with a metaphor.
    c. Identifying a metaphor *FOR EXAMPLE--.

77. Demonstration of perception of mood of written material.
    a. Identifying the story elements that set the mood *FOR EXAMPLE--.
    b. Identifying the point in a story at which there is a mood change.
    c. Choosing the mood that does a story or part of story.

78. Demonstration of recognition of the period or time plan of reading material.
    a. Using whatever facts or clues are given to determine the period or time span *FOR EXAMPLE--, part of the material *FOR EXAMPLE-- or a specified event *FOR EXAMPLE--.

Critical Comprehension

79. Demonstration of the ability to make judgments when presented with a problem.
    a. Selecting the best solution from those given.

80. Demonstration of the recognition of the literary form of the fable.
    a. Identifying a fable *HOW?
    b. Describing a fable *IN WHAT WAY?
    c. Making use of a fable *HOW?

81. Demonstration of the recognition of the literary form of the satire.
    a. Identifying or describing it *HOW?
    b. Identifying the techniques involved *SUCH AS--.
    c. Differentiating it from similar forms *FOR EXAMPLE--.

82. Demonstration of the recognition of the literary form of the myth.
    a. Identifying or describing it *HOW?.
    b. Matching it with a literal explanation or with the events it explains.
    c. Differentiating between myth and reality.
    d. Differentiating a myth from similar forms *FOR EXAMPLE--.

83. Demonstration of the ability to distinguish between fantasy and reality.
    a. Identifying real and make-believe sentences in a group of sentences.
    b. Identifying real and make-believe elements in a given story OVERLAP WITH OBJECTIVE #84.

84. Demonstration of the ability to distinguish between fantasy and reality in written material.
    a. Identifying elements that could or could not be true. OVERLAP WITH OBJECTIVE #83.

    COMBINE OBJECTIVES #83 and #84 AND LIST THE THREE (POSSIBLY b in 83 and a in 84 SAME) OR TWO POSSIBLE TASK SPECIFICATIONS.

85. Demonstration of the ability to distinguish between fact and opinion.

    a. Identifying or defining elements that are fact or opinion. *FOR EXAMPLE--.

86. Demonstration of the recognition of propaganda techniques.
    a. Identifying author's attempt to sway the reader to a particular point of view *FOR EXAMPLE--.

87. Demonstration of recognition of technique used to create effects with irony or fanciful language.
    a. Identifying or defining the technique, its purposes and uses *EXAMPLE OF EACH--.

88. Demonstration of recognition of techniques used to create effect.
    a. Identifying altered syntax *FOR EXAMPLE--.
    b. Choosing a response to a question about altered syntax.

89. Demonstration of recognition of author purpose.
    a. Identifying the purpose of a given selection (e.g., to entertain, to inform).
    b. Identifying the techniques used by the author to attain his purpose.

90. Demonstration of recognition of symbolism.
    a. Identifying symbols *FOR EXAMPLE--.
    b. Selecting the meaning of given symbols.
    c. Selecting the best symbol for a certain concept, trait, etc.

Table 3

Analysis of Task Requirements
Cooper-McGuire Diagnostic Word-Analysis Test

Readiness-for-Word-Analysis

1. Letter Names
   a. Given groups of four letters, the learner will be able to select and mark the letter he hears dictated by the teacher with 80% accuracy.
      1). 26 items
         a). Need 3" x 9" marker.
         b). Circle the letter named.
         c). 4 options - all letters of alphabet.
   b. Stimulus - auditory integrated with visual.
   c. Response - mark, written. Selected response.

2. Letter Shapes

   a. The learner will be able to write the letters of the alphabet in scrambled order, as dictated by the teacher, with 80% accuracy - both upper and lowercase letters.
      1). 26 items
         a). 3" x 9" marker.
         b). Write the capital and small form of dictated letter.
   b. Stimulus - auditory.
   c. Response - written. Constructed response.

3. Auditory Discrimination

   a. Given four pictures whose names begin with three different sounds, the learner will be able to mark two pictures beginning with the same sound as two dictated words with 80% accuracy. (15 sounds given.)
      1). 15 items
         a). 3" x 9" marker.
         b). Teacher says names of four pictures and asks child to find pictures that begin with same sound as two pronounced words and mark a line through them.
         c). Two pictures to be marked for each item.
         d). 4 options.
         e). Both correct items must be marked for credit.
   b. Stimulus - auditory integrated with visual.
   c. Response - mark by drawing line. Selected response.

4. Sound Blending

   a. When the teacher says the separate sound elements of a word, the learner will be able to blend them and say the word with 80% accuracy.

1). 10 items - all one-syllable words
a). 4 with initial sound and remainder of word.
b). 4 with remainder of word and final sound.
c). 2 with initial consonant-vowel-final consonant.
d). Teacher pronounces elements and child tells word.
e). Individually administered.

b. Stimulus - auditory.
c. Response - verbal. Constructed response.

5. Discrimination of Word Forms
a. Given four choices, the learner will be able to mark the word that is the same as the first word with 80% accuracy.
1). Items - 20
a). 3" x 9" marker.
b). Visual discrimination of words.
c). Place circle around 1 of 4 options words that is like the stimulus word.

b. Stimulus - visual.
c. Response - written - circle. Selected response.

Phonic Analysis

1. Single Initial Consonants
a. The learner will be able to recognize the consonant corresponding to the sound he hears at the beginning of two dictated words with 100% accuracy.
1). 21 items
a). 3" x 9" marker.
b). Draw a circle around the word tnat begins with the same sound as two pronounced words.
c). 4 options - random order - m, s, b, r, f, t, p, hard c, d, n, w, soft c, h, l, k, soft g, v, y, j, z, hard g.

b. Stimulus - auditory integrated with visual.
c. Response - written, circle answer. Selected response.

2. Recall of Consonant Sounds
a. The learner will be able to recall the sound of a given consonant and match it to a picture beginning with the same sound with 100% accuracy
1). 21 items
a). 3" x 9" marker.
b). Think of picture that begins with sound of letter and draw line from letter to the matching picture.
c). 19 consonants no x or q plus soft c and g.
d). 3-4 letters per box.
e). 6 picture options - sound-symbol relationship, symbol-sound relationship.

b. Stimulus - visual, reauditorization.
c. Response - written, matching lines. Selected response.

3. Substituting Initial Consonants
   a. The learner will be able to make new words by substituting initial consonants in known, dictated words with 100% accuracy.
      1). 21 items
         a). Write the letter before the phonogram to make the dictated word.
         b). Phonograms used are an, ig, ame, ell, et, ill, ent, ip. - c(s), k(c), j(g) for three items.
   b. Stimulus - auditory.
   c. Response - write the letter. Constructed response.

4. Initial Consonant with Context
   a. The learner will be able to use the context plus the initial consonant found to figure out unknown words with 80% accuracy.
      1). 10 items
         a). Teacher reads sentences using "blank" for missing word.
         b). Child writes the missing letters to make the appropriate word.
         c). Spelling does not count but word must make sense in the context of the sentence.
   b. Stimulus - auditory, visual.
   c. Response - written, letters. Constructed response.

   Option: Children who do not write or spell well enough to complete words - individually administered.

   d. Stimulus - auditory - visual.
   e. Response - verbal with teacher writing items.

5. Final Consonants
   a. The learner will be able to recognize the consonant corresponding to the sound he hears at the end of two dictated words with 100% accuracy. (No hard c, w, y, h - part of digraphs and diphthongs.)
      1). 17 items
         a). Circle the word that has the same ending consonant sound as two pronounced words.
         b). 4 options for each item.
         c). Consonants used: b, g, t, d, m, n, p, r, f, s, l, k, v, soft ge, soft ce, z, x.
   b. Stimulus - auditory integrated with visual.
   c. Response - written, circle word. Selected response.

6. Position of Consonant Sound
   a. The learner will be able to indicate whether a given consonant sound is heard at the beginning, middle, or end of a dictated word with 80% accuracy. (10 items)

1). 10 items
a). 3" x 9" marker.
b). Listen for designated sound in dictated word and write letter in a three-positional grid to indicate whether initial, medial, final position in pronounced word letters are m and p.
c). Each letter has one initial, 2 medial, and 2 final position words.
d). 3 position options.

b. Stimulus - auditory integrated with visual.
c. Response - written - write letter in correct position. Selected response.

7. Initial Blends and Digraphs
a. The learner will be able to recognize the consonant blend or digraph he hears at the beginning of two dictated words with 100% accuracy.
1). 34 items
a). Circle the letters that make the beginning sound in two pronounced words.
b). 2-3 letter blends or digraphs.
c). Content includes sh, ch, wh, th (both sounds) bl, sp, br, st, cl, dr, cr, fl, fr, gl, tr, pl, gr, sl, pr - two letters on Part 1.
d). Part 2 - sm, qu, thr, sn, tw, squ, str, sw, sk, spl, sc, spr, scr, shr - 2 and 3 letter combinations.
e). 4 choice options for each item.
b. Stimulus - auditory integrated with visual.
c. Response - written. Selected response.

8. Substitution of Initial Blends and Digraphs
a. The learner will be able to make new words by substituting initial consonant blends and digraphs in known dictated words with 100% accuracy.
1). 34 items
a). Write the letters in the initial position to make a pronounced word.
b). Use 2 and 3 letter clusters.
c). Phonographs used ing, ip, ank, ake, ill, ap, ash, are, at.
d). Content of blends and digraphs: cl, th, sw, spr, tr, wh, gr, sk, pl, bl, pr, sp, sn, st, br, qu, dr, shr, tw, fr, scr, str, ch, sl, spl, cr, sm, thr, squ, sk or sc, gl, sh, fl, th.
b. Stimulus - auditory.
c. Response - written - letters. Constructed response.

9. Final Blends and Digraphs

   a. The learner will be able to recognize the consonant blend or digraph he hears at the end of two dictated words with 100% accuracy.
      1). 22 items
         a). Circle the letters that make the sound heard at the end of two pronounced words.
         b). 4 choice options - 2 or 3 letters.
         c). Content: sh, st, th, ft, nd, nk, nt, ng, pt, lk, tch, gb, sp, dge, sk, lt, ld, ch, lf, nch, ck, mp.
         d). All choice options begin with same letter and involve minimal visual configuration contrast.
         e). Discrimination based on ending sound only.
   b. Stimulus - auditory integrated with visual.
   c. Response - written - circle letters. Selected response.

10. Auditory Perception of Vowels

   a. The learner will be able to recognize and write the vowel he hears in a dictated word with 100% accuracy. (all five vowels tested four times.)
      1). 20 items
         a). Write the letter that stands for the vowel that you hear in a pronounced word. All vowels are in the medial position in dictated words.
         b). 4 items for each vowel using long, short, and variant vowel combinations.
   b. Stimulus - auditory.
   c. Response - written - letter. Constructed response.

11. Differentiating Between Long and Short Vowels

   a. The learner will be able to differentiate between the long and short vowel sounds when they are presented in dictated words with 100% accuracy. (Long and short sounds of each included twice.)
      1). 10 items with 28 correct responses for the 10 items.
         a). Listen to dictated words and circle all words that have the long or short sound of indicated vowel.
         b). 5 choices for each item.
         c). Each vowel has both long and short representation
   b. Stimulus - auditory integrated with visual.
   c. Written - circle words. Selected response.

12. Identifying Vowel and Sound

   a. The learner will be able to identify the vowel heard in a dictated word and record whether its sound is long, short, or r-controlled with 100% accuracy. (Each sound, long, short, r-controlled appraised five times, once with each vowel.)

1). 15 items
a). Listen to dictated word, write the letter that stands for the vowel sound in the word, dra a circle around long, short, or with r to indicate the sound that letter makes in the pronounced word.
b). Double response requirement.
c). Key words pronounced twice.

b. Stimulus - auditory.
c. Response - written - letter and circle sound of letter. Constructed and selected response.

13. Vowel Digraphs and Diphthongs

a. The learner will be able to identify the letters representing the vowel digraph or diphthong he hears when these sounds are dictated with 100% accuracy.
1). 16 items
a). Circle the letter group that stands for the sound pronounced.
b). No words used in dictation.
c). 4 choices per item.
d). Content: 00, eu, ew, aw, au, ai, ay, ea, ee, ow, ou, oi, oy, oa, ow, oo.

b. Stimulus - auditory integrated with visual.
c. Response - written - circle letters. Selected response.

14. Number of Vowels Heard in a Word

a. The learner will be able to indicate the vowels he hears in dictated words of one or more syllables with 80% accuracy.
1). 10 items
a). Circle the letters that stand for the vowel sounds heard in a pronounced word.
b). Do not circle vowel letters that are not sounded or heard in the word.
c). If silent letters circled, incorrect.
d). If sounded vowel not circled, incorrect.
e). No partial credit.

b. Stimulus - auditory integrated with visual.
c. Response - written - circle letters.

15. Vowel Principles

a. Given statements of the most common vowel principles, the learner will be able to indicate which one applies to a given word with 100% accuracy.
1). 10 items
a). Read vowel principles together.
b). Then child reads words and decides which principle applies to each word and writes the number of that principle on the blank following the word.
c). Each item has 5 choices.
d). Each principle is used twice.

b. Stimulus - visual.
c. Response - written - numeral. Selected response.

16. Application of Vowel Principles
a. Given a list of nonsense words, the learner will be able to mark the vowels to indicate whether they are long, short, r-controlled or unsounded with 100% accuracy.
1). 10 items - 10-group
a). Nonsense words used. Key given that shows markings for long, short, with r, and silent vowels.
b). The first 10 items require the key markings to indicate vowel sounds.
c). Scoring only on first 10. Last 10 used vowel digraphs and diphthongs.
d). The 5 vowel principles from P15 are used in the first 10.
b. Stimulus - visual.
c. Response - written - 1st 10. Selected response.

17. Application of PHonics to Nonsense Words
a. Given a list of nonsense words, the learner will be able to pronounce them correctly according to the letter sounds and vowel principles that have been taught with 100% accuracy.
1). 20 items
a). Child pronounces words from P16 Test to teacher.
b). Ten are marked and ten are not.
c). Last 10 use vowel digraphs and diphthongs.
d). Teacher is provided with analysis of errors chart for each word.
b. Stimulus - visual.
c. Response - verbal. Constructed response.

Structural Analysis

1. Word Endings
a. The learner will be able to identify the simple endings that denote tense (ed, ing), number (s, es), person (s, es), possession ('s), and comparison (er, est) when inflected forms of words are dictated with 100% accuracy.
1). 10 items
a). Child circles the word in each item that has the same ending as two pronounced words.
b). Endings used are ed (d, t, ed), es, s, er, est, ing, and en.
c). 5 choices for each item.
d). Each of the 5 choices uses the same root word.
b. Stimulus - auditory integrated with visual.
c. Response - written - circle word. Selected response.

2. Finding the Root Word
   a. The learner will be able to identify the root word in an inflected form (having an ending) or in a derived form (having a prefix or suffix) with 100% accuracy.
      1). 20 items
         a). Circle the root word in each item.
         b). Part I uses root words with word endings.
         c). Part II contains root words with prefixes, suffixes and inflectional endings.
   b. Stimulus - visual.
   c. Response - written - circle appropriate letters. Selected response.

3. Compound Words
   a. Given a compound word, the learner will be able to divide it into its component parts with 100% accuracy.
      1). 10 items.
         a). Draw a line to separate the two words in each compound word.
         b). All compounds are composed of two one-syllable words.
   b. Stimulus - visual.
   c. Response - written - draw a line. Selected response.

4. Contractions
   a. The learner will be able to write the two words for which a contraction stands with 100% accuracy.
      1). 10 items
         a). Write the two words for which the contraction stands.
         b). Contractions used consist of both one letter omissions and two or more letter omissions.
         c). Each of the two types has 5 items.
         d). Spelling doesn't count.
   b. Stimulus - visual.
   c. Response - written - words. Constructed response.

5. Identifying Prefixes and Suffixes
   a. The learner will be able to identify prefixes and suffixes in a list of derivatives with 100% accuracy.
      1). 20 items
      2 a). Circle the prefix or suffix in each word.
         b). Ten representative prefixes and ten representative suffixes are used arranged in random order.
   b. Stimulus - visual.
   c. Response - written - circle letters. Selected response.

6. Use of Prefixes and Suffixes
   a. Given a list of prefixes and suffixes, the learner will be able to identify the affix to be added to a given root word to make sense in a sentence with 100% accuracy.
      1). 10 items
         a). The child fills in the blanks in sentences by choosing a prefix or suffix for the word so that it makes sense in the context of the sentence.
         b). A list of "prefixes and suffixes" is provided.
         c). The sentences require 5 prefixes and 5 suffixes which are arranged in random order in the subtest.
   b. Stimulus - visual.
   c. Response - written. Constructed response.

7. Number of Syllables in a Word
   a. The learner will be able to indicate the number of syllables heard in a dictated word by counting the vowel sounds with 80% accuracy.
      1). 20 items
         a). The child writes the number of parts or syllables that hears in each pronounced word.
         b). Words of 1-5 syllables are used.
         c). Fifteen of the 20 words are 2-3 syllable words.
   b. Stimulus - auditory integrated with visual.
   c. Response - written - numeral. Constructed response.

8. Application of Vowel Principles to Syllables
   a. The Learner will be able to apply vowel principles to syllables and indicate whether the vowel sound in a syllable is long, short, or r-controlled with 100% accuracy. (vowel in first syllable)
      1). 8 items
         a). The child circles long, short, or with r to indicate the sound made by the vowel in the first syllable of two-syllable words which are divided into syllables. Four of the words have short vowels, two long vowels and two with r.
         b). Three choices for response.
   b. Stimulus - visual.
   c. Response - written - circle words. Selected response.

9. Dividing Nonsense Words into Syllables
   a. Given a list of two-syllable nonsense words, the learner will be able to divide them into syllables according to the principles of syllabication with 100% accuracy.

1). 12 items
a). Draw a line between the two letters where a word would be divided into syllables. Six syllabication principles are followed:
1. vc/cv
2. $\bar{v}$/cv or $\breve{v}$c/v
3. v/c le
4. v/thr or v th/r
5. v + blend usually begins 2nd syllable
6. v followed by c and blend or digraph, b or d usually 2nd syllable

b. Stimulus - visual.
c. Response - written - draw line. Constructed response.

10. Pronouncing Nonsense Words
a. Given a list of two-syllable nonsense words, the learner will be able to pronounce them, making application of vowel sounds and principles to syllables, with 100% accuracy.
1). 12 items
a). Child pronounces nonsense words from S9 that he divided into syllables.
b). Individual test.
c). Alternate responses are accepted on 7 of the items.
b. Stimulus - visual.
c. Response - verbal. Constructed response.

The content of the BESI deals primarily with readiness skills (memory, following directions, visual discrimination), alphabet skills, sight words, and phonic analysis skills. Little attention is given to structural analysis or the linguistic appraoch although there are representative activities. No measure of word recognition through the use of context is included. In the four activities dealing with the application of phonic and structural analysis principles, provision is made for both an automatic response and a mediated response, if the latter is needed. The activity on Syllabification is inconsistent in that it does not require the child to pronounce the word but only to divide it into syllables. There is some complex internal abstraction involved in the activities pertaining to selecting a picture that contains the same sound as a printed word. The majority of the responses are constructed responses. The stimulus presentation varies with alphabet skills and the different consonant (single, blends, digraphs) skills, allowing one to better determine the most ef[illegible] input modality.

Written responses have been held to a low level with most responses being either verbal or gestural. A child with expressive language difficulty could have considerable difficulty with the items requiring verbal output. Four of the activities do not have the acceptable number of items (10) to ensure stability of response. The activities could be considered homogeneous if each is considered as a set. Task analysis is evident. Some activities have been arranged out of developmental sequence to avoid cueing

for the next activity, e.g., alphabet skills. No indication of reliability is found in the User's Guide nor are any comparative data, such as the percent of children who mastered the various activities at the different grade levels. Some indication of content validity is indicated. The BESI appears to have merit for use with learning disabled children who do not have expressive language difficulties.

The content of the PRI is more global in its coverage, dealing with sound and symbol recognition, phonic analysis, structural analysis, translation (word meaning), literal comprehension, interpretive comprehension, and critical comprehension. Many of the objectives are vague and/or ambiguous. The comprehension objectives and tasks are so interrelated that it was difficult and often impossible to tie the tasks to an objective; the items could be interpreted in several different ways. There is overlap in some of the objectives. No objective contains enough items to ensure stability of performance. All items use a visual stimulus in some way; a few have an auditory stimulus that must be integrated with a visual stimulus before the child can respond. All responses are written, requiring the child to blacken a circle next to his answer choice. Red Book and Green Book are in scorable booklets, Blue Book has the option of a scorable booklet or a separate answer sheet. The array of choices switches back and forth between a vertical and horizontal arrangement, creating problems for children with spatial-temporal visualization difficulties. The print size is quite small in the Green, Blue, and Orange books. No indication of reliability or validity was

found in the various Examiner's Manuals nor was there any mention of comparative data to indicate how other individuals did (not normative but descriptive). All items required selected responses, with the number of choices increasing with the higher developmental level tasks as a general rule. The instrument probably offers little, if any, assistance for instructional design for the learning disabled.

The content of the Cooper-McGuire consists of the three large areas of Readiness-for-Word-Attack, Phonic Analysis, and Structural Analysis. Readiness means readiness to learn word attack skills and not reading readiness. Seventeen of the activities deal with phonics, five with the readiness stage, and ten with structural analysis. The objectives are clearly stated for the most part and a sample item is provided for each objective. Two oral stimulus words are used or the word is repeated twice rather than the usual one word or simple pronunciation. Pictures are verbally labelled by the teacher to lessen possible errors caused by mislabeling a particular picture(s). Three of the activities are individually administered, one from each subdivision with each requiring a verbal response. Most of the readiness and phonic analysis tasks use an auditory stimulus that must be integrated with a visual stimulus to enable the child to select or construct his response. Only five of the readiness and phonic tasks use a primarily auditory stimulus. Most of the structural analysis tasks present a visual stimulus. All but three of the objectives require a written response. Objective P12 requires both a constructed and selected response. Each objective has enough

items to ensure stability of response. Homogeneity of items for some activities would appear questionable as they sample over a wide developmental range; thus making difficulty level a factor. No evidence of reliability, validity, or comparative data is given in the test manual. The Cooper-McGuire may be helpful with learning disabled children who can integrate input from two channels simultaneously.

Conclusion

The three criterion-referenced measurement instruments analyzed all require either a "writing" or a "talking" response. Stimulus characters are primarily visual or auditory with visual integration. The latter is a complex process requiring the child to attend to both auditory and visual stimuli simultaneously or to hold the auditory stimulus in memory while he searches for the matching visual stimulus. The BESI appears to vary the stimulus characteristics in a way that is more helpful in assessing learning disabled children. The BESI and Cooper-McGuire appear to have enough items per activity to give a more stable picture of the child's performance. The PRI would seem to have little application for the learning disabled.

It becomes necessary for persons assessing the child with learning disabilities to be cognizant of the fact that the stimulus characteristics and response requirements of the assessment instrument play a major role in determining where the child has mastered or not mastered a concept or skill. This fact should

direct diagnostic personnel to experiment with varying the stimulus mode, the response mode, or both to determine whether the child has the skill competencies under consideration. Further, commercial publishers of criterion-referenced instruments directed towards use with the learning disabled should consider the content, stimulus, and response characteristics and develop instruments that reflect a task analysis approach to content with variations of stimulus and response characteristics for terminal objectives. Enough items must be developed to ensure stability of performance. Tight test specifications should be developed to clearly direct the items used to measure objectives. Diagnostic instruments must be domain-referenced as well as criterion-referenced. In addition, manuals should include some indication of reliability and validity, not in the traditional sense. Some means of determining if the test produces consistent findings and measures items really relevant to the curricular area being assessed should be reported. Some comparative data should be included, such as percent of mastery or percent of performance.

Information as specified above is needed to assist in the process of identification and specification of the individual's learning needs with the resultant matching of instructional materials to those needs.

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APPENDIX

TASK SHEET #1

Analysis of Criterion-Referenced Instruments

Prescriptive Reading Inventory
Red Book (A)

Directions (read by the teacher):

Read the underlined word next to number 1. (Pause.) Read the words right below. (Pause.) Find the word that means <u>almost the same thing</u> as the underlined word. Mark your answer. Do the same thing for the rest of the items.

(56) 1. <u>large</u>

___little ___big ___good

(57) 2. It is <u>quiet</u> when we are sleeping.

___still ___fast ___white

(58) 3. <u>Set</u> that big box on the floor.

___put ___catch ___give

TASK SHEET #2

Basic Educational Skills Inventory
Level B

Activity 22:

Directions (read by the teacher):

I would like you to divide these words into syllables telling or showing me where you would divide the words. For example, look at Example A. The word is Sunday. You would divide it between N and D. The first syllable is Sun and the last is day. Now I want you to do it for the rest of these words.

Example: A. Sunday--Sun day

1. sermon
2. suspect
3. muffin
4. gossip
5. member
6. siren
7. labor
8. vibrate
9. introduce
10. addition
11. subtraction

Task Sheet #3

Cooper-McGuire Diagnostic Word-Analysis Test

S8

Directions (read by the teacher):

Look at the sample. These nonsense words are divided into syllables for you. Look at the first syllables of the first word. What sound should the vowel have in that syllable: long, short, or "with r"? (Pause.) That's right, short. So draw a line around the word "short" in that same line.

Do the first syllable in the second sample word. (Pause.) What word did you draw a line around? (Pause.) That's right, long.

In the words below, indicate whether the vowel in the first syllable is long, short, or with r.

Sample:	The first vowel is:
ex trim	long short with r
ba cor	long short with r
1. hom kin	long short with r
2. fir tine	long short with r
3. bi trate	long short with r
4. el ner	long short with r
5. pais lot	long short with r
6. bro det	long short with r
7. leek wert	long short with r
8. mur dox	long short with r

ANALYSIS SHEET - CRITERION-REFERENCED INSTRUMENTS

Name of Test _____

Objective #, Activity # or Item #(s) _____

_____

Title of Objective _____

ACTUAL OR IMPLIED Instructional Objective _____

_____

_____

Stimulus Characteristics

Mode _____

Content constraints and restrictions _____

_____

_____

_____

_____

_____

_____

Format Considerations _____

_____

_____

_____

Possible Adaptations _____

_____

_____

_____

_____

_____

_____

Response Characteristics

Mode _____

Performance Behaviors _____

_____

_____

Type ___Selected ___Constructed

Choice Options (Number & Type)

_____

_____

Scoring Criteria for Constructed Responses:
Correct _____

_____

Incorrect: _____

_____

_____

Possible Adaptations _____

_____

_____

_____